



Holmer Green Senior School

Children Looked After and Previously Looked After Children Policy

April 2026

1. Definition

For the purposes of this policy:

A 'looked after child' (CLA) is a child who is looked after by a local authority within the meaning of section 22 of the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014. This includes children who are:

- Subject to a care order or interim care order
- Accommodated by the local authority under a voluntary agreement with parents (section 20)

A 'previously looked after child' (PCLA) is one who is no longer looked after in England and Wales because they:

- Are the subject of an adoption order
- Are the subject of a special guardianship order
- Are the subject of a child arrangements order which specifies with whom the child is to live
- Have been adopted from 'state care' outside England and Wales

'State care' outside England and Wales means a child who is in the care of, or accommodated by, a public authority, a religious organisation, or any other organisation the sole or main purpose of which is to benefit society.

Holmer Green Senior School recognises that looked after children and previously looked after children may have experienced trauma, loss, abuse, or neglect. They may be coping with complex emotions, uncertainty, and attachment difficulties. These experiences can significantly impact their educational outcomes, behaviour, and wellbeing.

2. Legislative Framework and Statutory Guidance

This policy is based on the following statutory guidance and legislation:

- Keeping Children Safe in Education (KCSIE) 2025 – statutory safeguarding guidance
- The designated teacher for looked-after and previously looked-after children: Statutory guidance (DfE, 2018)
- Promoting the education of looked-after children and previously looked-after children: Statutory guidance (DfE, 2018)
- Children Act 1989
- Children and Social Work Act 2017
- School Admissions Code 2021
- Equality Act 2010

The school is committed to fulfilling its statutory duties to promote the educational achievement of looked after children and to support previously looked after children to achieve their full potential.

3. Principles

Holmer Green Senior School is committed to providing quality education for all its pupils, based on equality of opportunity, access, and outcomes.

We recognise that nationally, looked after children and previously looked after children often experience significant educational underachievement compared to their peers. We are committed to narrowing this gap and ensuring these vulnerable young people receive the support they need to thrive.

Our approach is based on the following key principles:

- Prioritising education – recognising that education is key to improving life chances
- High expectations – believing that CLA and PCLA can achieve at the highest levels
- Inclusion – challenging negative stereotypes and promoting positive attitudes
- Continuity and stability – minimising disruption to education
- Early intervention – identifying and addressing needs promptly
- Listening to children – ensuring the voice of the child is central to all decisions
- Trauma-informed practice – understanding the impact of adverse childhood experiences
- Partnership working – collaborating effectively with carers, social workers, and the Virtual School

4. Roles and Responsibilities

4.1 The Designated Teacher for Looked After and Previously Looked After Children

Name of Designated Teacher: Alan Wooller Contact details: woollera@holmer.org.uk (01494 712219)

The Designated Teacher is a qualified teacher with appropriate training and the status and authority within the school to advise on and promote the educational achievement of CLA and PCLA.

The Designated Teacher will:

For Looked After Children:

- Act as an advocate for CLA within the school, ensuring their needs are understood and met
- Ensure a smooth and welcoming induction for each CLA and their carer(s). This includes:
 - Meeting with the child and carer within the first week
 - Gathering relevant information about the child's educational history, care status, and specific needs
 - Ensuring all staff who work with the child are appropriately briefed (on a need-to-know basis)
 - Arranging a 'buddy' or peer mentor where appropriate
- Coordinate the completion of Personal Education Plans (PEPs):
 - Ensure the initial PEP is completed within 10 school days of the child entering care or joining the school
 - Ensure PEPs are reviewed at least termly (every 3-4 months) and more frequently if needed
 - Attend PEP meetings or ensure appropriate representation
 - Ensure PEPs are child-centred, aspirational, and include SMART targets
 - Coordinate with the Virtual School Head regarding PEP quality and Pupil Premium Plus funding
- Work closely with the Virtual School Head (VSH):
 - Maintain regular contact with the VSH
 - Seek advice and support from the VSH on meeting the needs of CLA
 - Collaborate on decisions regarding the use of Pupil Premium Plus
 - Inform the VSH immediately of any concerns, including safeguarding issues, attendance problems, or risk of exclusion
 - Provide data and information as requested by the VSH
- Ensure each CLA has an identified trusted adult in school whom they can talk to about any concerns
- Monitor and track academic progress rigorously:
 - Ensure CLA are prioritised in tracking systems
 - Analyse data to identify any gaps or concerns
 - Ensure appropriate intervention is put in place promptly
 - Report progress to PEP meetings and the VSH
- Monitor attendance and punctuality:
 - Track attendance daily
 - Investigate any absence immediately with the carer and social worker
 - Escalate concerns to the VSH and social worker
 - Ensure any patterns of absence are addressed swiftly
- Coordinate support within school:
 - Liaise with the SENCO if the child has special educational needs
 - Work with pastoral staff to ensure appropriate wellbeing support
 - Ensure access to counselling or therapeutic support where needed
 - Facilitate access to extra-curricular activities and enrichment opportunities
- Safeguarding:
 - Work closely with the Designated Safeguarding Lead
 - Ensure all safeguarding concerns are reported immediately
 - Attend child protection meetings and reviews where appropriate
 - Recognise that CLA are particularly vulnerable and may need additional safeguarding support
- Prevent exclusions:
 - Ensure CLA are only excluded as an absolute last resort
 - Explore all alternative strategies before considering exclusion
 - Inform the VSH immediately if exclusion is being considered
 - Ensure the social worker and carer are informed and involved in any discussions
 - Never use informal exclusions or send a CLA home to 'cool off'
- Support transitions:
 - Ensure smooth transitions between key stages, schools, or to post-16 education
 - Coordinate transition planning with the VSH, social worker, and receiving school
 - Ensure all relevant information is shared appropriately and promptly
- Provide information and attend meetings:
 - Provide written reports for PEP meetings, CLA reviews, and other relevant meetings
 - Attend meetings wherever possible or ensure appropriate representation
 - Contribute to care planning and decision-making
- Manage Pupil Premium Plus (PP+) funding:
 - Work with the VSH to identify how PP+ (currently £2,530 per child per year) will be used
 - Ensure PP+ is used to directly improve educational outcomes for CLA
 - Maintain records of how PP+ is spent and the impact achieved

- Report on PP+ usage to the VSH and governors

For Previously Looked After Children:

While statutory duties differ for PCLA, the Designated Teacher will:

- Ensure PCLA are identified on admission and their status is recorded securely
- Act as a point of contact for parents/carers/guardians of PCLA
- Offer support and guidance to parents/carers on accessing additional support
- Ensure PCLA have access to appropriate support where needed, including:
 - Academic intervention
 - Pastoral support
 - Counselling or therapeutic support (where parents consent and fund this, or through other funding sources)
- Monitor progress and wellbeing, though PEPs are not statutory for PCLA
- Promote access to extra-curricular activities and enrichment
- Provide information to parents/carers about support available through the local authority (e.g., the Adoption Support Fund)

Note: Pupil Premium Plus is not available for PCLA. However, the school will use its best endeavours to support PCLA through other funding streams where appropriate.

4.2 Training for the Designated Teacher

The Designated Teacher will receive:

- Initial training on the role and responsibilities of the Designated Teacher
- Training on attachment, trauma, and loss
- Training on the legal framework for CLA and PCLA
- Training on effective PEP completion and use of PP+
- Regular updates from the Virtual School Head
- Annual refresher training as a minimum

The school will ensure the Designated Teacher has sufficient time and resources to fulfil their role effectively.

4.3 The Designated Safeguarding Lead (DSL)

The DSL will work closely with the Designated Teacher to ensure:

- All safeguarding concerns about CLA and PCLA are addressed immediately
- The Designated Teacher is informed of any safeguarding issues involving CLA or PCLA
- CLA and PCLA are recognised as particularly vulnerable in safeguarding procedures
- Information is shared appropriately with social workers, carers, and the VSH
- The specific vulnerabilities and needs of CLA and PCLA are understood by all staff, in line with KCSIE 2025

4.4 The Virtual School Head (VSH)

The Virtual School Head is a statutory role within the local authority responsible for promoting the educational achievement of all CLA in the authority.

The school will work in partnership with the VSH to:

- Ensure high-quality PEPs are in place and reviewed regularly
- Make decisions about the use of Pupil Premium Plus funding
- Monitor the progress and attendance of CLA
- Access training and support for staff
- Address any concerns or barriers to learning
- Plan for transitions and placement changes

The Designated Teacher will maintain regular contact with the VSH and will inform them immediately of:

- Any safeguarding concerns
- Any attendance issues
- Any risk of exclusion
- Any significant changes in circumstances or progress

4.5 All Staff

All staff at Holmer Green Senior School will:

- Have high aspirations for CLA and PCLA and celebrate their achievements
- Maintain confidentiality – only share information about a child's care status on a need-to-know basis

- Be alert to safeguarding concerns and report these immediately to the DSL
- Understand that behaviour may be a communication of distress and respond with empathy and appropriate support
- Provide information to support PEP completion and review meetings when requested
- Ensure CLA and PCLA have equal access to:
 - The full curriculum and all learning opportunities
 - Extra-curricular activities and enrichment
 - Educational visits and trips
 - Examination entry
 - Careers guidance and work experience
 - Additional support where needed
- Liaise with the Designated Teacher if a CLA or PCLA is experiencing difficulties
- Avoid negative language or stereotypes about CLA and PCLA
- Promote inclusion and challenge any discrimination or bullying

4.6 The Governing Body

The governing body will:

- Ensure compliance with all statutory duties regarding CLA and PCLA
- Appoint a Designated Teacher who is a qualified teacher with appropriate training, status, and authority
- Appoint a named governor with responsibility for CLA and PCLA (currently: Beccy Roberts)
- Ensure admission arrangements give top priority to CLA and PCLA, in line with the School Admissions Code
- Monitor the progress and outcomes of CLA and PCLA through termly reports from the Designated Teacher (anonymised to protect confidentiality)
- Ensure the school's policies support the needs of CLA and PCLA, including:
 - Admissions policy
 - Behaviour policy
 - Anti-bullying policy
 - Safeguarding and child protection policy
 - SEND policy
 - Attendance policy
- Review this policy at least every two years, or sooner if guidance changes
- Ensure appropriate funding is allocated to support CLA and PCLA
- Challenge and support the school to narrow the attainment gap for CLA and PCLA
- Maintain confidentiality – all reporting will be anonymised and governors will not have access to individual children's care status unless necessary for their role

5. Personal Education Plans (PEPs)

5.1 Statutory Requirement

A Personal Education Plan (PEP) is a statutory document for every looked after child. It forms part of the child's overall care plan and must be reviewed regularly.

5.2 Timescales

- The initial PEP must be completed within 10 school days of the child entering care or joining a new school
- PEPs must be reviewed at least termly (every 3-4 months)
- PEPs must be reviewed more frequently if there are concerns or significant changes

5.3 PEP Meetings

PEP meetings will be:

- Child-centred – the child's voice must be heard and their views recorded
- Attended by:
 - The child (where age-appropriate and they wish to attend)
 - The carer(s)
 - The social worker
 - The Designated Teacher or appropriate school representative
 - The Virtual School Head or their representative
 - Parents (where appropriate and in the child's best interests)
 - Other relevant professionals (e.g., SENCO, educational psychologist, therapist)
- Focused on:
 - The child's strengths, interests, and aspirations
 - Academic progress and targets
 - Attendance and punctuality
 - Behaviour and wellbeing
 - SEND support (if applicable)

- Extra-curricular activities and enrichment
- Careers guidance and future plans (for older students)
- Use of Pupil Premium Plus funding
- Any barriers to learning and how these will be addressed

5.4 PEP Content

Each PEP will include:

- SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound)
- Actions to achieve the targets, with named responsible persons
- Details of support in place (academic, pastoral, SEND, therapeutic)
- How PP+ will be used to support the child's education
- The child's views and aspirations
- Attendance data and any concerns
- Progress data and analysis
- Transition planning (where relevant)

5.5 PEP Quality

The Designated Teacher will ensure PEPs are:

- Completed on time
- High quality, detailed, and specific
- Aspirational and focused on outcomes
- Reviewed and updated regularly
- Shared appropriately with relevant staff (on a need-to-know basis)

The Virtual School Head will quality-assure PEPs and provide feedback and support.

6. Pupil Premium Plus (PP+)

6.1 What is Pupil Premium Plus?

Pupil Premium Plus is additional funding provided by the government to support the education of looked after children. For 2025/26, the rate is £2,530 per child per year.

PP+ is held by the Virtual School Head and allocated to schools to support the education of individual CLA.

6.2 How PP+ is Used

Decisions about how PP+ is used must be made collaboratively between:

- The school (Designated Teacher)
- The Virtual School Head
- The social worker
- The carer
- The child (where appropriate)

PP+ must be used to directly improve educational outcomes for the individual child. It can be used for:

- Academic support:
 - One-to-one or small group tuition
 - Intervention programmes
 - Revision materials and resources
 - Examination fees
 - Educational software or apps
- Enrichment and wellbeing:
 - Music lessons or sports coaching
 - Educational visits and trips
 - Extra-curricular clubs and activities
 - Equipment (e.g., laptop, scientific calculator, PE kit)
 - Uniform and school equipment
- Pastoral and therapeutic support:
 - Counselling or therapy sessions
 - Mentoring programmes
 - Nurture groups
 - Social skills interventions
- Transition support:
 - Additional visits to new schools
 - Transition resources and support

6.3 Applying for PP+ Funding

All requests for PP+ funding must:

- Be discussed and agreed at a PEP meeting
- Be recorded in the PEP
- Be approved by the Virtual School Head
- Use the CLA/PCLA Funding Application Form (available from the Designated Teacher)
- Clearly demonstrate how the funding will improve educational outcomes for the child

The Designated Teacher will:

- Maintain a record of all PP+ spending for each child
- Monitor the impact of interventions funded by PP+
- Report on PP+ usage and impact to the VSH and governors (anonymised)
- Ensure PP+ is distributed equitably across all CLA in the school
- Review spending at least twice per year to ensure fair distribution

6.4 PP+ is NOT Available for PCLA

Previously looked after children are not eligible for Pupil Premium Plus. However, the school will:

- Use other funding streams to support PCLA where appropriate
- Signpost parents/carers to other sources of support (e.g., Adoption Support Fund)
- Ensure PCLA have equal access to all school resources and opportunities

7. Admissions

7.1 Statutory Priority

In line with the School Admissions Code, Holmer Green Senior School gives top priority in admissions to:

- Looked after children (CLA)
- Previously looked after children (PCLA)

This means CLA and PCLA will be admitted ahead of all other applicants, even if the school is full.

7.2 Admissions Process

When a CLA or PCLA applies:

- The application will be processed as a priority
- The Designated Teacher will be informed immediately
- An induction meeting will be arranged within the first week
- Relevant information will be gathered from the previous school, social worker, and VSH
- A PEP will be initiated within 10 school days (for CLA)
- Appropriate support will be put in place from day one

8. Attendance

8.1 Monitoring Attendance

The Designated Teacher will:

- Monitor the attendance of all CLA and PCLA daily
- Investigate any absence immediately with the carer and social worker (for CLA)
- Escalate concerns to the VSH and social worker without delay
- Ensure any patterns of absence are addressed swiftly through PEP meetings and multi-agency working
- Work with the Education Welfare Officer where persistent absence is a concern

8.2 First Day Contact

For any CLA who is absent:

- The school will contact the carer on the first day of absence
- The social worker will be informed if the absence is unexplained or a concern
- The VSH will be informed of any persistent or concerning absence patterns

8.3 Supporting Good Attendance

The school will:

- Work with carers and social workers to identify and address barriers to attendance
- Provide flexible support where needed (e.g., breakfast club, transport arrangements)
- Celebrate good attendance and improvement

- Use PP+ funding to support attendance where appropriate (e.g., travel costs, uniform, equipment)

9. Behaviour and Exclusions

9.1 Trauma-Informed Approach

The school recognises that many CLA and PCLA have experienced trauma, and their behaviour may be a communication of distress or unmet needs. We will:

- Use a trauma-informed approach to behaviour management
- Seek to understand the underlying causes of behaviour
- Provide appropriate support, including therapeutic interventions where needed
- Train staff in attachment-aware and trauma-informed practice
- Avoid punitive approaches that may re-traumatise vulnerable children

9.2 Exclusions – Absolute Last Resort

Exclusion of a looked after child must only ever be used as an absolute last resort.

Before considering exclusion, the school will:

- Explore all alternative strategies, including:
 - Behaviour support plans
 - Reduced timetables (with agreement of the VSH and social worker)
 - Additional pastoral or therapeutic support
 - Involvement of external specialists (e.g., educational psychologist)
 - Use of PP+ to fund additional support
 - Multi-agency meetings to address underlying issues
- Inform the Virtual School Head immediately if exclusion is being considered
- Involve the social worker and carer in all discussions
- Ensure the child's voice is heard
- Consider the impact of exclusion on the child's care placement and wellbeing

9.3 Notification of Exclusion

If, in exceptional circumstances, a CLA is excluded, the school will:

- Inform the Virtual School Head immediately (by phone on the day of exclusion)
- Inform the social worker immediately
- Inform the carer immediately
- Follow all statutory procedures for exclusion
- Ensure the child has appropriate supervision and education during the exclusion
- Hold a reintegration meeting before the child returns to school
- Put in place additional support to prevent further exclusions

The school will never use informal exclusions (e.g., sending a child home to 'cool off') for any pupil, and especially not for CLA.

10. Safeguarding

10.1 Recognising Vulnerability

In line with Keeping Children Safe in Education (KCSIE) 2025, the school recognises that looked after children and previously looked after children are particularly vulnerable. They may have experienced:

- Abuse or neglect
- Trauma and loss
- Multiple placement moves
- Disrupted education
- Attachment difficulties

These experiences can increase their vulnerability to:

- Further abuse or exploitation
- Mental health difficulties
- Risky behaviour
- Peer-on-peer abuse
- Going missing

10.2 Safeguarding Procedures

All staff will:

- Be alert to signs that a CLA or PCLA may be at risk
- Report any concerns immediately to the Designated Safeguarding Lead
- Understand that CLA and PCLA may need additional safeguarding support

The Designated Safeguarding Lead will:

- Work closely with the Designated Teacher
- Inform the Designated Teacher of any safeguarding concerns involving CLA or PCLA
- Inform the social worker immediately of any safeguarding concerns about a CLA
- Attend child protection meetings and CLA reviews where appropriate
- Ensure CLA and PCLA are prioritised in safeguarding procedures

The Designated Teacher will:

- Work closely with the DSL
- Ensure the VSH is informed of any safeguarding concerns about a CLA
- Attend safeguarding meetings where appropriate
- Ensure appropriate support is in place following any safeguarding incident

11. Special Educational Needs and Disabilities (SEND)

11.1 Higher Incidence of SEND

The school recognises that CLA and PCLA have a significantly higher incidence of SEND than the general school population. This may be due to:

- Early trauma and neglect affecting development
- Disrupted early education
- Undiagnosed or unmet needs

11.2 Identifying and Meeting SEND

The Designated Teacher will work closely with the SENCO to:

- Ensure CLA and PCLA are screened for SEND on admission
- Ensure any SEND is identified early and appropriate support is put in place
- Ensure CLA and PCLA have priority access to SEND assessments and support
- Coordinate Education, Health and Care Plans (EHCPs) where needed
- Ensure PEPs and SEND support plans are aligned and complementary
- Use PP+ to fund additional SEND support where appropriate

12. Transitions

12.1 Importance of Smooth Transitions

The school recognises that transitions can be particularly challenging for CLA and PCLA, who may have experienced multiple moves and disruptions. We are committed to making transitions as smooth as possible.

12.2 Transition Planning

For transitions (e.g., between key stages, to a new school, to post-16 education), the Designated Teacher will:

- Begin planning early (at least one term in advance)
- Involve the child, carer, social worker, and VSH in planning
- Arrange additional transition visits where needed
- Ensure all relevant information is shared with the receiving school/college (with appropriate consent)
- Use PP+ to fund additional transition support (e.g., extra visits, transition resources, mentoring)
- Attend transition meetings
- Ensure a PEP meeting is held before the transition
- Follow up after the transition to ensure the child has settled

12.3 Emergency Placement Moves

If a CLA has an emergency placement move and must change schools:

- The Designated Teacher will liaise immediately with the VSH, social worker, and new school
- All relevant information will be shared promptly
- The school will provide a comprehensive handover, including academic records, PEP, and information about what has worked well
- The school will offer support to the new school during the transition period

13. Enrichment and Extra-Curricular Activities

The school is committed to ensuring CLA and PCLA have full access to enrichment opportunities, which are vital for their development, wellbeing, and sense of belonging.

The Designated Teacher will:

- Actively encourage CLA and PCLA to participate in extra-curricular activities, clubs, and trips
- Remove barriers to participation, such as:
 - Cost (using PP+ to fund activities, equipment, or transport)
 - Transport difficulties (arranging lifts or using PP+ for taxis)
 - Lack of equipment (providing or funding equipment)
 - Confidence or social anxiety (providing mentoring or buddy support)
- Monitor participation and address any barriers
- Celebrate achievements in extra-curricular activities as well as academic progress

Examples of enrichment that may be funded through PP+ include:

- Music lessons
- Sports clubs or coaching
- Drama or art clubs
- Duke of Edinburgh Award
- Educational visits and residential trips
- Homework clubs or after-school study support

14. Careers Guidance and Post-16 Transitions

For CLA and PCLA in Years 9-11, the Designated Teacher will work with the Careers Leader to ensure:

- CLA and PCLA receive high-quality, impartial careers guidance
- Careers guidance starts early (Year 9 or earlier if appropriate)
- Aspirations are high and options are kept open
- CLA and PCLA are supported to access work experience, apprenticeships, or further education
- Transition planning for post-16 education is thorough and starts early
- The PEP includes careers planning and post-16 goals
- PP+ is used to support careers activities (e.g., university visits, interview preparation, work experience travel costs)

For CLA in Year 11, the school will:

- Ensure a pathway plan is in place (statutory requirement from age 16)
- Work with the social worker and VSH to ensure a smooth transition to post-16 education or training
- Ensure the young person has access to a personal adviser (provided by the local authority)
- Maintain contact after the young person leaves to ensure they are settled

15. Confidentiality and Information Sharing

15.1 Maintaining Confidentiality

The school will maintain strict confidentiality about a child's care status. Information will only be shared on a need-to-know basis.

Staff who need to know may include:

- The Designated Teacher
- The Designated Safeguarding Lead
- The Headteacher
- The child's form tutor or head of year
- Teachers who work directly with the child (where it will help them to support the child effectively)
- The SENCO (if the child has SEND)

Information will not be shared:

- In staff rooms or public areas
- With other pupils
- With parents of other pupils
- Unnecessarily with staff who do not work with the child

15.2 Secure Storage

Information about a child's care status will be stored securely and separately from other pupil records, in line with GDPR and data protection requirements.

15.3 Appropriate Information Sharing

The school will share information appropriately with:

- The social worker
- The Virtual School Head
- The carer
- Other professionals involved in the child's care (with appropriate consent)

Information will be shared promptly when it relates to:

- Safeguarding concerns
- Attendance issues
- Behaviour concerns
- Academic progress
- Wellbeing concerns

16. Training

16.1 Training for the Designated Teacher

The Designated Teacher will receive:

- Initial training on the role and responsibilities (within the first term of appointment)
- Training on attachment, trauma, and loss
- Training on the legal framework for CLA and PCLA
- Training on effective PEP completion and use of PP+
- Regular updates from the Virtual School Head
- Annual refresher training as a minimum

16.2 Training for All Staff

All staff will receive training on:

- The needs of CLA and PCLA
- Trauma-informed and attachment-aware practice
- Confidentiality and appropriate information sharing
- How to support CLA and PCLA in the classroom
- The role of the Designated Teacher and how to refer concerns

This training will be provided:

- During induction for new staff
- As part of annual safeguarding training
- Through INSET days or staff meetings
- Via online training modules

16.3 Training for Governors

Governors will receive training on:

- Their statutory duties regarding CLA and PCLA
- How to monitor outcomes for CLA and PCLA while maintaining confidentiality
- The role of the Virtual School Head and Pupil Premium Plus

17. Monitoring and Reporting

17.1 Monitoring Outcomes

The Designated Teacher will monitor and track:

- Academic progress of all CLA and PCLA (termly as a minimum)
- Attendance (daily)
- Behaviour incidents and exclusions
- Participation in extra-curricular activities
- Use and impact of PP+ funding
- PEP completion and quality

17.2 Reporting to Governors

The Designated Teacher will provide a termly report to the governing body (via the named governor for CLA/PCLA) on:

- The number of CLA and PCLA on roll (anonymised)
- Attendance data (anonymised)
- Academic progress and attainment (anonymised)
- Use of PP+ and impact
- Any exclusions or safeguarding concerns (anonymised)
- Training completed
- Any areas for development

All reporting will be anonymised to protect the confidentiality of individual children.

17.3 Reporting to the Virtual School Head

The Designated Teacher will provide information to the VSH as requested, including:

- PEP completion rates and quality
- Attendance data
- Progress and attainment data
- Use of PP+ and impact
- Any concerns or requests for support

18. Partnership Working

The school recognises that supporting CLA and PCLA effectively requires strong partnership working. We are committed to working collaboratively with:

- The Virtual School Head – for strategic support, training, and PP+ funding decisions
- Social workers – for care planning, safeguarding, and day-to-day support
- Carers – as the child's primary day-to-day caregivers and advocates
- Parents (where appropriate and in the child's best interests)
- The local authority – including education welfare, SEND services, and educational psychology
- Health services – including CAMHS, therapists, and school nurses
- Other schools – to ensure smooth transitions
- External agencies – such as charities and support organisations

The Designated Teacher will maintain regular communication with all relevant partners and ensure information is shared appropriately and promptly.

19. Complaints

If a carer, parent, social worker, or young person has a concern about how the school is supporting a CLA or PCLA, they should:

1. Speak to the Designated Teacher in the first instance
2. If the concern is not resolved, speak to the Headteacher
3. If the concern is still not resolved, follow the school's complaints procedure (available on the school website or from the school office)
4. The Virtual School Head can also provide support and advocacy if there are concerns about how a CLA is being supported

20. Policy Review

This policy will be reviewed every two years, or sooner if:

- There are changes to statutory guidance or legislation
- There are changes to local authority procedures
- Ofsted or another inspection identifies areas for improvement
- The school identifies areas for improvement through monitoring and evaluation

Approved by Governors: April 2026

Next review date: April 2028